

2017-2018 ELA Curriculum Map English 12: Culturally Relevant African American Viewpoint

Reading Focus: Literature Writing Focus: Narrative	Unifying Concept: Feminism & Masculinity	Quarter 1
<p style="text-align: center;">Highly-Leveraged Standards¹</p> <p>RL.1 Cite textual evidence that supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant</p> <p>W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. 	<p style="text-align: center;">Corresponding Standards²</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry); evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>RI.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> to literature. b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction. <p>SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>	

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AZCCRS	Social Justice Standards ⁴	Selected Readings of Complex Text	Big Ideas for Q1
<p>Constant Standards³</p> <p>12.RL. 10 12.RI.1,10 12.W.4,6,10 12.SL.1,2,6 12.L.1,2,6</p>	<p>Identity 5 –Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity as they move between those spaces.</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p>Adopted Anthology: <i>The Language of Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>The Color Purple</i>, Alice Walker <i>Beloved</i>, Toni Morrison <i>Who Am I Without Him?</i>, Sharon Flake (short stories) <i>Native Son</i>, Richard Wright</p> <p>Recommended Short Texts: Choose 3-5 “the woman’s mourning song,” bell hooks “One Thing I Don’t Need,” Ntozake Shange http://www.morganparkcps.org/ourpages/auto/2014/3/20/35245176/One%20Thing%20I%20Dont%20Need%20Poem.pdf “Magic,” Rita Dove “Plumes,” Georgia Douglass Johnson “Black Men and the Concept of Hypermasculinity,” Baldwin Bradshaw</p> <p>Extended Text Adoptions: <i>Uprising: A New Age is Dawning for Every Mother’s Daughter</i>, Sally Armstrong <i>Bengali Harlem</i>, Vivek Bald</p>	<p>Enduring Understandings: <u>Reading:</u> Literature provides a window into the culture and lives of the people who created it. It expresses the human experience. <u>Writing:</u> Effective writers use carefully selected textual evidence to support their ideas.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do authors promote or challenge cultural stereotypes? 2. What role does culture play in perpetuating stereotypical gender roles? 3. What is the impact of gender roles on creating role models in a society?
Assessment and Instructional Guides		Additional Instructional Resources for Q1	
<p>Summative Assessment: Students will write an explanatory essay in response to the following prompt: Citing textual evidence, discuss the racial and gender stereotypes that appear in one of the literary selections explored this quarter.</p> <p>Formative Assessments: Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</p>		<p>“We Should All Be Feminists,” Chimamanda Adichie (TEDTalk) https://www.youtube.com/watch?v=hg3umXU_qWc</p> <p>Beyond Beats & Rhymes (film excerpts) http://www.pbs.org/independentlens/hiphop/film.htm</p> <p>“Woman to Woman,” Thea Monyee https://www.youtube.com/watch?v=mhOnqPkEvmc</p> <p>“Hill Harper Discusses the African-American Family” https://www.youtube.com/watch?v=KWnN8U1N1mQ</p> <p>Academic Journal article by Julian Chambliss: “Superhero Comics: Artifacts of the U.S. Experience.”</p> <p>Article on the creator of Wonder Woman http://www.smithsonianmag.com/arts-culture/origin-story-wonder-woman-180952710/</p> <p>The Color Purple teaching guide http://www.teachwithmovies.org/guides/color-purple.html</p> <p>TED Talk on the status of women in the world https://www.ted.com/talks/sheryl_wudunn_our_century_s_greatest_injustice</p> <p>TED Talk on manhood https://www.ted.com/talks/tony_porter_a_call_to_men</p>	

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Reading Focus: Informational Writing Focus: Informative	Unifying Concept: LANGUAGE & IDENTITY	Quarter 2
<p style="text-align: center;"><u>Highly-Leveraged Standards</u></p> <p>RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).</p> <p>RI.5 Analyze/evaluate the effectiveness of the structure an author uses in his or her exposition, including whether the structure makes points clear, convincing & engaging.</p> <p>W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate, varied transitions & syntax to link the major sections of the text, create cohesion, & clarify the relationships among complex ideas/concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>SL.2 Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing from a range of strategies.</p> <ol style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a term. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase. 	<p style="text-align: center;"><u>Corresponding Standards</u></p> <p>RL.5 Analyze how an author’s choices about how to structure specific parts of a text (e.g., where to begin or end a story, whether to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience.</p> <p>SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage</i>) as needed. 	

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AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas for Q2
<p>Constant Standards</p> <p>12.RL.1,10 12.RI.10 12.W.5,6,10 12.SL.2,6 12.L.6</p>	<p>Identity 5 -Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity within those spaces.</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p>Adopted Anthology: <i>The Language of Literature, British Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>Spoken Soul</i>, John Russell Rickford <i>Black Boy</i>, Richard Wright</p> <p>Recommended Short Texts: Choose 3-5 “Six Feet of the Country” by Nadine Gordimer p. 1289 “The Social Significance of Rap & Hip-Hop Culture” https://web.stanford.edu/class/e297c/poverty_prejudice/mediarace/socialsignificance.htm Interview with hip-hop producer Russell Simmons https://thoughtconomics.com/the-role-of-hip-hop-in-culture/ “The Negro Child’s Self-Image” and “If Black English Isn’t a Language, Then Tell Me, What Is?” James Baldwin http://www.nytimes.com/books/98/03/29/specials/baldwin-english.html NPR article on “passing” for white: http://www.npr.org/sections/codeswitch/2014/10/07/354310370/a-chosen-exile-black-people-passing-in-white-america</p> <p>Extended Text Adoptions: <i>A Wreath for Emmett Till</i>, Marilyn Nelson <i>October Mourning</i>, Lesléa Newman</p>	<p>Enduring Understandings: <u>Reading:</u> Tragedy often provides an outlet for the political and social turmoil in society. <u>Writing:</u> Effective writers support their claims using strong evidence and logical reasoning.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> Standard English holds a central status in the U.S., but in what circumstances are other forms of English more appropriate? How does a reader’s perspective change when a narrator switches from first person to second or third person narration?
Assessment and Instructional Guides		Additional Instructional Resources for Q2	
<p>Informative/Explanatory Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3</p> <p>Informative/Explanatory Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</p>		<p>Prof. John McWhorter on <i>Talking Back, Talking Black</i>: https://www.c-span.org/video/?426972-2/talking-back-talking-black</p> <p>“Broken English,” Jamila Lyiscott (spoken word TED Talk) https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en</p> <p><i>Chicago Blues: A Living History</i> (video) www.youtube.com/watch?v=0YmI5mS_VD0</p> <p>George Orwell Essays “Politics and the English Language.”</p> <p>Summative Assessment: An argumentative essay—When literature deviates from the use of Standard English by mixing in non-standard English words or phrases from other languages, does it tend to enrich or devalue the English language?</p> <p>Formative Assessments: Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p>	

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Reading Focus: Informational Writing Focus: Argumentative	Unifying Concept: CRIME FICTION & NON-FICTION	Quarter 3
<p style="text-align: center;"><u>Highly-Leverages Standards</u></p> <p>RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>RI.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. <p>L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. 	<p style="text-align: center;"><u>Corresponding Standards</u></p> <p>RL.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]"). <p>SL.5 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)</p>	

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AZCCRS	Social Justice Standards	Selected Readings of Complex Text	Big Ideas for Q3
<p>Constant Standards</p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,6,10 12.SL.1,2,6 12.L.1,2,6</p>	<p>Identity 5 - Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity within those spaces.</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p>Adopted Anthology: <i>The Language of Literature, British Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>Always Outnumbered, Always Outgunned</i>, Walter Mosley <i>A Lesson Before Dying</i>, Ernest Gaines</p> <p>Recommended Short Texts: Choose 3-5 “Essays from Death Row,” Mumia Abu-Jamal: http://www.iacenter.org/polprisoners/majessay.htm “The Criminological Cultivation of African American Municipal Police Officers: Sambo or Sellout,” Frank T. Wilson & Howard Henderson: http://www.indstate.edu/cj/Criminological%20Cultivation%20of%20African%20American%20Police%20Officers.pdf Review of Stephen Soitos’ <i>The Blues Detective</i>: https://networks.h-net.org/node/13784/reviews/13866/walden-soitos-blues-detective-study-african-american-detective-fiction</p> <p>Extended Text Adoptions <i>Girl Who Spoke with Pictures, The</i>, Eileen Miller</p>	<p>Enduring Understandings: <u>Reading:</u> The concepts of good and evil are subjective and evolve through time. <u>Writing:</u> Effective writers use information from a variety of sources to support their claims.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> How does society develop and exhibit morality? What are the origins of evil? How do nature, nurture, and free will factor into human behavior? What role do compassion and empathy play in human nature? What are the consequences of evil in society?
Instructional and Assessment Guides		Additional Instructional Resources for Q3	
<p>Argumentative Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf</p> <p>Argumentative Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar: https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans: http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</p>		<p><i>Always Outnumbered, Always Outgunned</i> (clips from the 1998 DVD) https://www.youtube.com/watch?v=TpMLbKoD8Vg</p> <p>Article on noir crime fiction: http://english.columbia.edu/american-hard-boiled-and-noir-crime-fiction-1920-1960</p> <p>NPR interview with Walter Mosley: http://www.npr.org/2016/07/28/487729929/walter-mosley-on-the-stories-of-la-told-through-easy-rawlins</p> <p>Article: “What Do We Mean By ‘Evil?’”</p> <p>Summative: An argumentative essay in response to the following prompt: Are criminals evil? Support your answer with evidence from this quarter’s readings.</p> <p>Formative: Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p>	

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Reading Focus: Literature Writing Focus: Argumentative	Unifying Concept: THE AMERICAN DREAM	Quarter 4
<p style="text-align: center;"><u>Highly-Leveraged Standards</u></p> <p>RL.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>SL.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p style="padding-left: 20px;">a. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">a. Observe hyphenation conventions.</p> <p style="padding-left: 20px;">b. Spell correctly</p>	<p style="text-align: center;"><u>Corresponding Standards</u></p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare & other authors.)</p> <p>RI.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p style="padding-left: 20px;">f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p style="padding-left: 20px;">g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p style="padding-left: 20px;">h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p style="padding-left: 20px;">i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p style="padding-left: 20px;">e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>SL.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	

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AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas for Q4
<p>Constant Standards</p> <p>12.RL.1,10 12.RI.1,10 12.W.4,5,10 12.SL.1,2 12.L.1,6</p>	<p>Identity 5 -- Students recognize traits of the dominant culture, their home culture and other cultures, and they are conscious of how they express their identity within those spaces.</p> <p>Diversity 9 – Students relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.</p> <p>Diversity 10 – Students understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.</p> <p>Justice 14 – Students are aware of the advantages and disadvantages they have in society because of their membership in different identity groups, and they know how this has affected their life.</p> <p>Action 19 — Students stand up to exclusion, prejudice and discrimination, even when it’s not popular or easy or when no one else does.</p>	<p>Adopted Anthology: <i>The Language of Literature, British Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>The Other Wes Moore</i>, Wes Moore <i>A Raisin in the Sun</i>, Lorraine Hansberry <i>The Bluest Eye</i>, Toni Morrison</p> <p>Recommended Short Texts: Choose 3-5 “Hanging, A” George Orwell, p.1167 “Learning to Read”, Malcolm X “Discovering Books,” Richard Wright “A Dream Deferred”; “Mother to Son”; “I Too Sing America,” Langston Hughes “I Hear America Singing,” Walt Whitman</p> <p>Extended Text Adoptions <i>Out of Shadows</i>, Jason Wallace <i>The Boy Who Harnessed the Wind</i>, William Kamkwamba</p>	<p>Enduring Understandings: <u>Reading:</u> Authors use language to influence audiences in a variety of contexts. <u>Writing:</u> Effective writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the American Dream—and is it reflected across the world? 2. How do people use language and rhetoric to inform, persuade, and/or manipulate others? 3. Why are evils such as consumerism and greed associated with the American Dream?
Instructional and Assessment Guides		Additional Instructional Resources for Q4	
<p>Argumentative Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf</p> <p>Argumentative Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors http://www.azed.gov/assessment/files/2014/05/ela-pld-grade-11.pdf</p>		<p>Henry Louis Gates Jr., <i>The African Americans—Many Rivers to Cross Episode 6</i> https://www.youtube.com/watch?v=Nc6AZmso9no</p> <p>Phylicia Rashad, <i>On Status</i> (Russell Simmons’ Def Poetry) https://www.youtube.com/watch?v=zuH-ZMrIie0</p> <p>Fruitvale Station: The Oscar Grant Story https://www.youtube.com/watch?v=ufBtJs9IEjo</p> <p>TEDTalk: <i>William Kamkwamba: How I Harnessed the Wind</i> https://www.ted.com/talks/william_kamkwamba_how_i_harnessed_the_wind?language=en</p> <p>Summative: Students will write narrative essay in response to the following prompt: Based on the works you have read in this class and your experiences, do you believe in the American Dream? How it evident or absent in society especially for African Americans?</p> <p>Formative: Short weekly writing responses to open-ended prompts, summaries, a reading log with reflections and vocabulary notes, responses in class discussions, graphic organizers, and self-evaluations.</p>	

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¹ **Highly-leveraged Standards** are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels). This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.

² **Corresponding Standards** are integral to achieve mastery of the Highly-Leveraged Standards.

³ **Constant Standards** are repeatedly addressed to reinforce grade-level mastery.

⁴ **Social Justice Standards** (formerly known as the Teaching Tolerance Anti-bias Framework) are comprised of anchor standards and age-appropriate learning outcomes divided into four domains—Identity, Diversity, Justice and Action (IDJA). http://www.tolerance.org/sites/default/files/general/TT_Social%20Justice%20Standards_web_0.pdf